

Reading Fluency - development of – using of range of fiction/non-fiction

in any age appropriate text (the text should be above the level of difficulty the child would otherwise attempt to read)

Reading process

- **Accuracy** – ability to decode/sound written words without error (or very rarely) - to be able to read with 'automaticity'
- **Automaticity** – ability to read at an appropriate rate (so rates above 110 WCPM) and with ease – to be able to read with 'prosody'
- **Prosody** – the ability to read in a way that mirrors the speed and sounds of natural, conversational spoken language –to be able to comprehend written language

Method of practice

1. Read one sentence	<ul style="list-style-type: none"> • Re-read that section as many times as you need, to rehearse the skills you are focussing on to master prosody and to self-correct mistakes • When you are ready, move on to the next section • At the end of your reading session, go back and try to link the different sentences and paragraphs together
2. Read more than one sentence	
3. Read a whole paragraph	

Skills to develop		Strategies
Accuracy - read without errors with automaticity (at an appropriate rate)	1. Accuracy a. Word Level - be able to read each word accurately – special focus on: multi-syllabic words, technical/subject specific words, names (places, people), foreign words and names b. Sentence level: read each sentence accurately (without putting in, missing out or replacing words)	<ul style="list-style-type: none"> • Decode/sound/blend – split words into graphemes (letter groupings/spelling patterns), sound out and blend them (eg l/igh/t = three graphemes /sounds blended together) • Syllable chunking (e.g pro-per = 2 syllables) • Words within words/compound words farm + yard = farmyard • Root words, Prefixes (eg un) and Suffixes (eg ly) • Use context • Be very strict with yourself and don't say words which are not and read all words that are. Use finger/tracking ahead.
	2 Track ahead to see what is coming a. scan for punctuation marks at the beginning of a sentence b. pause at punctuation – use pause to scan for next punctuation c. use pace to allow eyes track ahead of reading d. maintain fluency over multi clause sentences	<ul style="list-style-type: none"> • a Pause long enough to glance forward to see the next punctuation - take longer pauses at full stops (see 4) • b Move eyes quickly along - they should jump a few words ahead of the reading. • Use memory to read the last few words of the line without pausing, to quickly move down lines and across pages, where there is no punctuation.
	3 Use appropriate intonation/ expression a. at punctuation - focus on commas and full stops b. at conjunctions c. at more sophisticated punctuation eg () ; ; - d. Place stress and emphasis where needed e. Expression for speech	<ul style="list-style-type: none"> • a Voice rises up at the beginning of a sentence • a Voice goes down (descends) for full stop • a, b Voice rises up slightly for comma and conjunction • c As appropriate • d Narrative – create story teller's voice – stress individual words to create impact / emphasis • d Non-fiction: stress important/surprising information/key words • e Vary your tone slightly to show that a character is speaking rather than the narrator
	4 Read phrases a. read phrases between punctuation b. Identify phrases where no obvious punctuation – more complex sentence	<ul style="list-style-type: none"> • Read all the words between punctuation marks as one phrase • Use own phrasing to make the sentence have more impact e.g. create an atmosphere of surprise or discovery
5 Comprehension – a. Be able to gain accurate meaning from the text b. Knowledge of a wide breadth of vocabulary	<ul style="list-style-type: none"> • Check your understanding of the text as you go • It must make sense – check vocabulary meaning 	

- 6 Can cope with different features of language such as abbreviations, colloquialisms, dialect, specialist vocabulary
- 7 Can adjust reading voice for purpose